The Association of the Big Ten Students

ABTS

Legislative Docket

Winter Conference 2020

Host: Indiana University
I. Call to Order
II. Roll Call
III. Approval of the Agenda
IV. Approval of Legislative Consent Agenda
   A. ABTS 01.20.15: ABTS Commitment to Sustainability
   B. ABTS 01.20.18: A Resolution in Support of Providing Excused Absences
      Allowing Students to Vote in Federal Elections
   C. ABTS 01.20.19: A Resolution Supporting the Educational Advocacy Efforts of
      Big Ten Institutions for the 2020 Census
   D. ABTS 01.20.20: A Resolution to Establish Steps Each Big Ten School Can Take
      to Address Food Insecurity Among Students
   E. ABTS 01.20.21: A Resolution Calling upon the ABTS to Support the
      Implementation of Explicit Accommodations for Religious Observances during
      Final Exam Periods
V. New Business
   A. Legislative Docket
      1. ABTS 01.20.01: A Resolution to Enact a Three Year Strategic Plan for the
         ABTS
      2. ABTS 01.20.02: A Resolution Proposing Bylaw Revision
      3. ABTS 01.20.03: A Resolution to Ensure Conference Fee Payments are
         Made Before Future Conferences
      4. ABTS 01.20.05: A Resolution in Support of Minnesota Hosting the
         Summer 2021 Conference
      5. ABTS 01.20.06: A Resolution to join Today’s Student Coalition
      6. ABTS 01.20.07: A Resolution Supporting the Establishment of Identity-
         Based Caucuses to Strengthen the Association of Big Ten Students’
         (ABTS) Advocacy Capacity
      7. ABTS 01.20.08: Resolution Calling on ABTS to Support Any Big Ten
         Student Government that Advocates for a Mandatory Annual Equity,
         Diversity and Inclusion (EDI) Training
      8. ABTS 01.20.09: A Resolution in Support of Incentivized Cultural
         Competency Training for Faculty & Staff of the Big Ten
      9. ABTS 01.20.10: Resolution in Support of the Passage of Safe Transfer
         Legislation at the State and Federal Level
10. **ABTS 01.20.11**: Resolution to Recommend Reaffirmation of All Protections of Parenting and Pregnant Students Given Within Title IX

11. **ABTS 01.20.13**: A Resolution Calling for ABTS to Support Any Big Ten Student Government That Desires to Advocate for a Student Seat on Their Respective Board of Trustees/regents or Equivalent

12. **ABTS 01.20.14**: Resolution Demanding That Big 10 Universities Commit to Climate Conscious Investments

13. **ABTS 01.20.16** A Resolution Supporting a Land Acknowledgement Agreement Between Big Ten Universities

14. **ABTS 01.20.17**: A Resolution to Support the Implementation of Bereavement Leave Policies at All Big 10 Universities

15. **ABTS 01.20.22** ABTS Commitment to Creating a Director of Diversity, Equity, Inclusion position in the ABTS Bylaws

VI. Discussion
   A. None

VII. Adjournment
   A. Meeting recessed at
   B. Meeting adjourned at 10:52 am on 1/26/20

Link to view minutes:
https://docs.google.com/document/d/18U2rdNjizesUNK9SWs1HUZvLfGCc2Oi8v2t0OoPVXT0/edit?usp=sharing
Legislative Consent Agenda

ABTS 01.20.15

ABTS Commitment to Sustainability
Sponsors: Indiana University, Pennsylvania State University, University of Wisconsin

Whereas, as large research universities, member institutions of the Association of Big Ten Students have the unique ability to develop solutions to address many of the world’s largest issues regarding global sustainability;

Whereas, there is a critical need for shared solutions and visions, especially as climate change, as declared by the United States federal government: “is affecting the natural environment, agriculture, energy production and use, land and water resources, transportation, and human health and welfare across the U.S. and its territories”;¹

Whereas, in alignment with the 17th Sustainable Development Goal, as proposed by the United Nations, The Association of Big Ten Students partnership insists upon the mutual goal of protecting our local and global communities from the impacts of climate change;

Whereas, the Association of Big Ten Students intends to reaffirm is commitment to sustainability through the creation of a solution-based strategy and structure, founded on the pillars of collaboration;

Therefore be it resolved, the Association of Big Ten Students officially adopts the ABTS Sustainability Framework, wherein initiatives are pursued for effectiveness in improving operations, or engaging students and administration in sustainability both in and out of the classroom;

Framework
In alignment with ASHEE STARS², member institutions are encouraged to undertake at least one initiative every year from the categories of Planning and Administration, Engagement, and Operations. Each institution should delegate these responsibilities within their organization in accordance with their operating structure. Example initiatives include:

1. Planning and Administration
   i. Initiative to create a Sustainability General Education Requirement
   ii. Initiative working on divestment from fossil fuel assets

² https://stars.aashe.org/
2. Engagement
   i. Initiative that educates students on the existing recycling infrastructure at the institution
3. Operations
   i. Initiative to create a robust Energy Challenge on campus
   ii. Initiatives for waste diversion in the dining halls on campus

**Be it further resolved,** the Association of Big Ten Students officially establishes an ABTS Sustainability Committee, wherein delegates from all member institutions can contribute to the implementation and continuation of the ABTS Commitment to Sustainability;

**Committee Responsibilities**
1. Bi-monthly virtual meetings for the purpose of sharing updates and resources amongst the ABTS participants. If further collaboration is required, the committee has the full autonomy to do so.
2. Creation and maintenance of an ABTS Sustainability Project Database. Where sustainability projects often require heavy initial research and preparation, sharing intellectual resources improves the process of initiating these programs.
3. Good faith effort in collaboration.

**Committee Membership**
Participating ABTS student governments should delegate one person to represent their university within the committee. All participating members are of equal stature and should be treated as such. It is up to the discretion of the committee to determine if a more defined organizational structure is to be established with 2/3rds majority.

**Be it further resolved,** the establishment of the Annual ABTS Sustainability Report, An annual ABTS Sustainability Report is to be published in conjunction with the annual ABTS Winter Conference to provide insight into yearly progress and strengthen collaboration;

**Responsibilities**
Every institution is encouraged to submit a yearly update of their progress on the initiatives undertaken. The delegated project leaders can send their report to the ABTS Sustainability Committee by the established deadline. This report will be published on the ABTS’ official website.

**Recommended Elements**
The Annual ABTS Sustainability Report may include but is not limited to the following elements:
1. Project Name
2. Project Personnel
3. Purpose of project
4. Goals
5. In Progress: Next Steps (timeline, upcoming meetings, work plan, etc.)
6. If Completed: Key Findings (statistics, insights, barriers, etc.)

Be it finally resolved, the student governments of the following institutions, in representation of their respective student bodies, hereby sign onto the ABTS Sustainability Commitment for the betterment of student life across the country.
A Resolution in Support of Providing Excused Absences Allowing Students to Vote in Federal Elections

Sponsors: University of Iowa, Michigan State University, University of Maryland

Whereas, 2020 is the 59th U.S. presidential election year and the Centennial of Women’s Suffrage; 3

Whereas, the right to vote has been hard fought for by women and people of color, yet voter suppression historically and currently disproportionately affects these groups; 4

Whereas, Iowa is the first in the nation to hold a 2020 primary election, setting the tone for the rest of the nation’s primary elections;

Whereas, Iowa historically has one of the lowest voter-turnout rates for primary elections with 6.5% and 15.7% of eligible voters turning out in 2012 and 2016, respectively; 5

Whereas, student advocates have called for the simplification of voting for college students, including in 2019 when the Associated Students of Michigan State University called for a fall break that takes place during the federally designated general election day as a pilot program; 7

Whereas, various states have taken action in past years to decrease student voting rates, including outlawing early-voting sites at state universities. Legislators in Wisconsin have imposed restrictions on using student IDs to vote, making their use virtually impossible. Legislators in Iowa passed a voter-identification law that requires a state-issued voter identification card at the polls for those pre-registered to vote, making it more difficult for out-of-state students to vote at their campus address; 8

Whereas, according to the National Study of Learning, Voting, and Engagement, 2018 voter turnout among college students was 40.3%; 9

3 https://www.history.com/topics/womens-history/19th-amendment-1
4 https://www.aclu.org/facts-about-voter-suppression
5 http://www.electproject.org/2012p
6 http://www.electproject.org/2016P
Whereas, several Big 10 university administrations have made efforts to make voting more accessible for their students, including Purdue University’s temporary waiving of the fee to purchase a student ID for out of state students, whose drivers licenses are not eligible for voting. After student advocacy, University of Iowa administration created a temporary student ID that allows students without other forms of identification to vote10.

Whereas, 1 in 10 eligible voters for the 2020 presidential election will be between the ages of 18 and 2311;

Whereas, 14% of registered voters who did not vote in 2016 cited “being too busy or having a conflicting schedule” as the reason they did not vote in the presidential election12;

Whereas, class acts as one of the largest barriers to college students who wish to exercise their right to vote;

Therefore be it resolved, The Association of Big Ten Students calls on professors and student organization executives of the Big 10 Universities to cancel or provide excused absences (with makeup opportunities when necessary) from any classes, meetings, or other events scheduled on federal election days;

Therefore be it further resolved, Each Big 10 Student Government Association shall send this resolution to the relevant bodies that can help implement this call to action;

Therefore be it finally resolved, The Association of Big Ten Students will continue to work to increase voter turnout among its constituents.

ABTS 01.20.19

A Resolution Supporting the Educational Advocacy Efforts of Big Ten Institutions for the 2020 Census

Sponsors: University of Illinois, The Pennsylvania State University, Indiana University, University of Maryland, University of Nebraska, University of Minnesota

Whereas, the Census data is used to determine how federal tax dollars will be utilized over the next decade, determine the number of congressional and Electoral college votes each state gets\(^\text{13}\), and how $880 billion a year in federal funding is distributed for schools, roads, and other public services\(^\text{14}\); and

Whereas, a response to this survey is required by law and penalty is imposed on those who do not respond, with the fine for refusing to answer a bureau survey can be as much as $5,000, and those who give false answers can face a fine up to $500\(^\text{15}\); and

Whereas, the 2020 Census will be the first to offer the option to complete the survey online; and

Whereas, the 2020 Census is the first Census the vast majority of students will take place in; and

Whereas, the amount of information regarding the Census available or known to students is minimal at best; and

Whereas, students make up a large part of the population in communities where they live while they attend school; and

Whereas, The Association of the Big Ten Students is dedicated to the empowerment of its students and all students across the country; and

Therefore be it resolved, that each school create its own advocacy project dedicated to the education of its students about the timeline of 2020 Census, its importance, and how to fill it out; and

Be it further resolved, that the ABTS Executive Board create a social media campaign in order to advocate and educate students about the importance of the 2020 Census.

\(^{13}\) https://www.npr.org/2019/03/31/707899218/what-you-need-to-know-about-the-2020-census

\(^{14}\) https://gwipp.gwu.edu/sites/g/files/zaxdzt2181/f/downloads/Counting%20for%20Dollars%20%234%20Census-derived%20Datasets.pdf

\(^{15}\) Title 13, U.S. Code, Sections 141 and 193, Title 18
ABTS 1.20.20
A Resolution to Establish Steps Each Big Ten School Can Take to Address Food Insecurity Among Students
Sponsors: The Ohio State University, University of Minnesota

Whereas the Big Ten Academic Alliance is comprised of 14 different institutions with their respective structures, offices,

Whereas the Association of Big Ten Students represents over 500,000 students;

Whereas, food insecurity has many forms, and may be chronic condition or temporary for a student;

Whereas a study from the Hope Center for College, Community, and Justice – one of the most prominent national institutes for the study of inequality among college students – reports that 45 percent of students from a mix of two-year and four-year institutions had experienced food insecurity in the past 30 days;¹⁶

Whereas, the U.S. Department of Agriculture categorizes a “food desert” using the following three indicators: 1) accessibility to sources of healthy food, as measured by distance to a store or by the number of stores in an area, 2) individual-level resources that may affect accessibility, such as family income or vehicle availability, and 3) neighborhood-level indicators of resources, such as the average income of the neighborhood and the availability of public transportation;¹⁷

Whereas, using these indicators, numerous Big Ten Universities can be accurately categorized as a food desert;¹⁸

Whereas, the average cost of a base level on-campus meal plan at a Big Ten university is $1,702 per semester (see Appendix A);

Whereas, even when low-income students have their full cost of tuition covered by financial aid, they typically have to take out loans and subsequently go into debt to pay for additional

expenses, such as room, board, and food\textsuperscript{19};

\textbf{Whereas} the scholarly article “Student Hunger on Campus: Food Insecurity Among College Students and Implications for Academic Institutions” in the American Journal of Health Promotion concludes: “Food insecurity among college students is an important public health concern that might have implications for academic performance, retention, and graduation rates”\textsuperscript{20};

\textbf{Whereas} approximately 640 colleges and universities in the United States, as of February 2019, have food pantries on campus to address hunger among students and other members of the university community, according to the College and University Food Bank Alliance\textsuperscript{21};

\textbf{Whereas} the member universities of the Big Ten have initiated numerous campaigns to address hunger on campus, such as the “Tackle Hunger Ohio State versus Penn State Giving Challenge” in November 2019, and therefore have begun to recognize the magnitude of the issue on their campuses\textsuperscript{22};

\textbf{Whereas} there are many more steps that the student governments of ABTS can take to advocate for their constituents who are experiencing food insecurity, even if some of the members of the association have already taken such action;

\textit{Therefore, let it be resolved} that each University in the Association of Big Ten Students works to understand the intricacies and statistics of food insecurity on their respective campuses, and enact solutions that they see fit in their specific environments;

\textit{Let it be further resolved} that each student government in ABTS will work to establish relationships with their campus food pantries and work to expand those efforts;

\textit{Let it be further resolved} that each student government in ABTS will seek out community and state partners in their region to help address food insecurity policy and food pantry resources on their campuses;


\textsuperscript{20} Payne-Sturges, Devon C., Allison Tjaden, Kimberly M. Caldeira, Kathryn B. Vincent, and Amelia M. Arria. “Student Hunger on Campus: Food Insecurity Among College Students and Implications for Academic Institutions.” American Journal of Health Promotion 32, no. 2 (February 2018): 349–54. https://journals.sagepub.com/doi/full/10.1177/0890117117719620#articleCitationDownloadContainer


Let it be further resolved that each student government in ABTS will work to integrate benefits discussion – such as SNAP eligibility - into various parts of the college experience, financial aid processes, counseling services, and student advocacy centers.

Appendix A

<table>
<thead>
<tr>
<th>A</th>
<th>University</th>
<th>Cost/Semester</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Illinois</td>
<td>$1,096</td>
<td><a href="https://housing.illinois.edu/Resources/Rates/2019-2020/meal-plan-only">https://housing.illinois.edu/Resources/Rates/2019-2020/meal-plan-only</a></td>
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<tr>
<td>2</td>
<td>Indiana University</td>
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<tr>
<td>3</td>
<td>University of Maryland</td>
<td>$2,140</td>
<td><a href="http://dining.umd.edu/anytime-dining/">http://dining.umd.edu/anytime-dining/</a></td>
</tr>
<tr>
<td>5</td>
<td>Michigan State University</td>
<td>$3,074</td>
<td><a href="https://eostatstate.msu.edu/dining/plans/residential">https://eostatstate.msu.edu/dining/plans/residential</a></td>
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<tr>
<td>6</td>
<td>University of Minnesota</td>
<td>$1,975</td>
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<td>7</td>
<td>University of Nebraska-Lincoln</td>
<td>$2,275</td>
<td><a href="https://dining.unl.edu/dining/meal-plans-options#tab1">https://dining.unl.edu/dining/meal-plans-options#tab1</a></td>
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<tr>
<td>8</td>
<td>The Ohio State University</td>
<td>$1,952</td>
<td><a href="https://www.dining.osu.edu/posts/documents/on-campus-dining-plan-overview-final-1x1.pdf">https://www.dining.osu.edu/posts/documents/on-campus-dining-plan-overview-final-1x1.pdf</a></td>
</tr>
<tr>
<td>9</td>
<td>Northwestern University</td>
<td>$2,070</td>
<td><a href="https://foodservices.psu.edu/campus-meal-plan">https://foodservices.psu.edu/campus-meal-plan</a></td>
</tr>
<tr>
<td>10</td>
<td>Pennsylvania State University</td>
<td>$2,070</td>
<td><a href="https://www.housing.purdue.edu/housing/rates.html">https://www.housing.purdue.edu/housing/rates.html</a></td>
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<tr>
<td>11</td>
<td>Purdue University</td>
<td>$1,499</td>
<td><a href="http://food.rutgers.edu/new-brunswick/">http://food.rutgers.edu/new-brunswick/</a></td>
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<td>12</td>
<td>Rutgers University</td>
<td>$2,095</td>
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<tr>
<td>15</td>
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<td><strong>Average Cost/Semester:</strong> $1,708</td>
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Clickable links and full excel sheet may be accessed at: [https://drive.google.com/file/d/1a1DXH7PC93CxoL9RudqMOZ1N5x8Ux-Fg/view](https://drive.google.com/file/d/1a1DXH7PC93CxoL9RudqMOZ1N5x8Ux-Fg/view)
ABTS 1.20.21
A Resolution Calling upon the ABTS to Support the Implementation of Explicit Accommodations for Religious Observances during Final Exam Periods
Sponsor: The Ohio State University

**Whereas**, all students deserve the right of having an equitable academic experience including explicit accommodations for religious observances during final exam periods;

**Whereas**, Cornell University has issued an explicit statement regarding the responsibility of faculty and administration to make accommodations for religious observances\(^23\);

**Whereas**, a Washington state law “[requires faculty to put information on the syllabus, and formalizes and enforces religious accommodations]\(^24\)”

**Whereas**, the University of Iowa states in its academic rules that “under University examination policies, students are permitted to make up exams missed as a result of illness, mandatory religious obligations (in accordance with the University’s policy on religious holidays) or other unavoidable circumstances like a death in the immediate family, jury duty, or mandatory military obligations.”\(^25\);

**Whereas**, Rutgers University states that “it is the policy of the University to excuse without penalty students who are absent because of religious observances and to allow the make-up of work missed because of such absence. Examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting.”\(^26\);

**Whereas**, according to The Ohio State University’s interim university policy as administrated by the Office of Institutional Equity\(^27\), harassment can take two forms;

**Whereas**, those forms are through power differentials (quid pro quo) or through hostile environment;

**Whereas**, an example of quid pro quo harassment would include “submission to such conduct

\(^{25}\)https://registrar.uiowa.edu/final-examination-scheduling-policies
\(^{26}\)https://scheduling.rutgers.edu/scheduling/exam-scheduling/final-exam-policies
\(^{27}\)https://policies.osu.edu/assets/docs/policy_pdfs/AffirmativeActionEqualEmploymentOpportunityandNon-Discrimination-Harassment_FINAL.pdf
is made either explicitly or implicitly a term or condition of an individual’s employment or academic status”;

**Whereas**, a student’s performance and grade on a final exam impacts their academic status;

**Whereas**, students may be required to take a final exam during a period of religious observance;

**Whereas**, because many religious calendars operate on a lunisolar calendar there are many religions that will be affected at different times, based on the time at which their holiday falls;

**Whereas**, there are other examples of religious holidays occurring during exam periods during first and second session courses and spring, summer, and autumn semester classes;

**Whereas**, the observation of the Muslim holy month Ramadan will be occurring during some Big Ten final exam periods in spring semester 2020;

**Whereas**, during the observation of Ramadan, fasting or the abstention of eating or drinking, occurs from sunrise to sunset;

**Whereas**, a study completed at VU University Amsterdam in the Netherlands found “that Ramadan observance has a negative impact on performance; one additional Ramadan week lowers the final grade of Muslim students by almost ten percent of a standard deviation.”, 28

**Whereas**, the interfaith council at The Ohio State University worked with administrators to garner support in asking for academic accommodations in 2018 for sacred holidays in the form of a letter, making it clear that “students will not be able to, because of their religious beliefs, attend classes or to participate in any examination or study requirement on a sacred holiday”, 29

**Whereas**, The Ohio State University Registrar has issued a series of emails to the student body and to instructors affirming the observation of Ramadan stating “Students should work with their instructors for any planned absences such as religious holidays or other prior commitments. Note: Spring 2020 finals occurs during Ramadan, the Muslim holiday that is observed through fasting, prayer and reflection. If you need an accommodation for a final exam, please work with your instructor early in the semester to make arrangements.”;

Whereas, in addition to making announcements about the need for accommodations, the registrar further informed our instructors of our proctored testing centers as a tool to help accommodate student’s needs;

Whereas, NAPSA Student Affairs Administrators in Higher Education also recommends finding and creating dining accommodations for the breaking of the fast or Iftar; 

Therefore, be it resolved the Association of Big Ten Students calls on the Presidents and administrations of our respective member universities to support the implementation of explicit accommodations for students observing religious holidays during the final exam period;

Be it further resolved, that Big Ten student governments work with faith councils and administrators to implement a campaign educating students on their rights to academic accommodations during religious observances;

Be it further resolved, that if explicit policy change implementation is not possible within the necessary timeline that Big Ten Student Governments work to informally request faculty and staff to consider accommodating students in need of academic accommodations;

Be it further resolved, that affinity religious organization should be consulted in the decision-making process for reasonable final exam accommodations.

Legislative Agenda

ABTS 01.20.01

Association of Big Ten Schools Resolution
A Resolution to Enact a Three-Year Strategic Plan for the ABTS

Sponsors: Indiana University, University of Wisconsin, University of Iowa, University of Illinois

Whereas, the Association of Big10 Students (ABTS) does not have a long-term plan outlining goals and growth for the organization,

Whereas, yearly transition between student government and ABTS leadership may inhibit consistent growth of the ABTS,

Therefore be it resolved, the ABTS adopt the following Three Year Strategic Plan,

Therefore be if further resolved, the implementation of any recommendation should only be pursued if a school has confirmed legality and accordance with school policy,

Therefore be it further resolved, passage of this document signifies that ABTS and Big Ten Student Governments leadership affirm the viability and potential of the recommendations listed. No recommendation must be pursued, but all are intended to be seriously considered.

Purpose and Overview

Purpose of a Three-Year Strategic Plan
This document is intended to provide structure and continuity to the Association of Big Ten Students (ABTS) between summer conference 2019 – summer conference 2022. This document outlines where the current ABTS leadership sees the most potential for growth and hopes to see the organization mature. This document is intended to be a general guide and referenced as leadership turns over and decisions are made.

The implementation of anything listed below should only be pursued if a school has confirmed legality and accordance with school policy.

Passage of this document signifies that ABTS and SGA leadership affirms the viability and potential of the recommendations listed. No recommendation must be pursued, but all are intended to be seriously considered.

Overview of the Association of Big Ten Students
The Association of Big Ten Students is an informal organization comprised of the Executive leadership of Student Governments from the 14 schools in the BIG Ten. The
mission of the Association of Big Ten Students is to increase information sharing and networking among student government organizations and serve as the active collective voice of students of the Big Ten Conference. Each year, ABTS represents around 500,000 undergraduate students and, on some campuses, additional graduate students. ABTS is led by the Student Body Presidents of each school and an elected Executive Board. The purpose of the ABTS Executive Board is to help steer the organization and create fluidity between student body presidents in order to accomplish organizational goals.

The main function of the ABTS is hosting three conferences for collaboration in the summer, winter, and spring. The summer and winter conferences are designed for networking, information sharing, and proposing and passing legislation binding the schools to certain state or national legislative lobbying priorities or setting certain campus advocacy priorities. The conference in the spring is called B1G Ten on The Hill, which is an annual lobbying trip hosted in Washington D.C.. During this conference, individual delegations visit and lobby their state representatives about issues affecting students in higher education.

A key aspect of ABTS is the commitment to consistent communication and information sharing. The ABTS Liaisons, students whose role is to be connected with all of the other schools, have monthly conference calls to catch up on current issues and discuss current projects. The Student Body Presidents are in regular communication with each other and the ABTS Executive Director as they navigate their administrations.

The main programs and activities of ABTS are:
- Hosting conferences
- Share information and ideas while building relationships and networks
- Passing legislation to be implemented at the campus level
- Passing legislation related to state and national lobbying efforts
- Jointly lobbying in Washington D.C. each spring
- Encouraging civic engagement through the B1G Voting Challenge

Current Strengths and Weaknesses

Strengths
- Relationship-building between individual students across schools
- Communication sharing at conferences
- Encourages critical thinking about higher education, the political landscape, service, and working for a greater good
- Increases the legitimacy of student government associations (SGA) on all 14 campuses
• Unique organization- strongest interstate student government association in the country
• Strong and consistent federal lobbying presence and agenda

Weaknesses
• No central guiding strategic plan to guide decision-making from conference-to-conference and year-to-year
• Quick turnover (SGA leadership and ABTS Executive Board leadership) leads to fractured continuity of programs and projects
• No shared online tool for information and document storage
• Conference structure is least beneficial to SGA attendees without decision-making authority; traditionally, only two sessions are held with the exclusive purpose to share ideas and ask questions of other institutions

Guiding Recommendations
Internal Processes: How can ABTS leadership improve the internal operations of the organization?

1. Create an online document sharing database to store the following information. Integrate upkeep and maintenance responsibilities into the job description of an ABTS Executive Board member in the Bylaws.

2. Create and/or maintain regularly scheduled conference calls between the following groups. Integrate upkeep and maintenance responsibilities into the job description of an ABTS Executive Board member in the Bylaws.
   a. ABTS Executive Board
   b. Student Body Presidents
   c. ABTS Liaisons

3. Introduce an amendment to the Bylaws to add the ABTS Director of Communications as a member of the ABTS Executive Board.

4. Create and maintain a media submission portal for SGAs to feature their campus-specific work on the ABTS social media pages and website. Integrate upkeep and maintenance responsibilities into the job description of an ABTS Executive Board member in the Bylaws.

5. Website upkeep

6. Create a more formal process for requesting and receiving reimbursements for conferences.
Current Activities and Programs Expansion: Of the activities and programs that ABTS already offers to its members, which should ABTS leadership seek to expand and grow?

1. Develop and improve the summer and winter conferences.
   a. Enhance conference experience for SGA attendees without ABTS decision-making authority.
   b. Create more space for issue-based conversations.
   c. Bring it relevant and impactful guest speakers with a clear connection to higher education.
   d. Encourage schools to advocate for larger conference budgets to expand the number of delegates from 6 to 8.

2. Passing Legislation to be implemented on the campus level.
   a. Create an accountability mechanism for checking if schools have worked on priorities set forth by ABTS legislation at campus level.
   b. Set the reasonable expectation that when ABTS legislation is passed, each SGA has an obligation to discuss and implement the legislation at the SGA level.
   c. When bringing a program or activity to a campus as a result of ABTS legislation, use the ABTS logo in promotional materials. Include the website underneath the logo.

3. Passing Legislation related to state and national lobbying efforts.
   a. Assist SGAs with little influence at their state capital to develop those relationships and build reputability.
   b. Set the reasonable expectation that when ABTS legislation is passed, each SGA has an obligation to (1) bring that back to their university state/federal lobbying team and (2) their contacts at their state capital.
   c. Integrate accountability responsibilities into the job description of the ABTS Director of Legislation Affairs in the Bylaws.

New Activities and Programs: What new activities and programs should ABTS integrate into its mission? This is not a comprehensive list of all potential ways the ABTS can expand services to SGAs.

1. Create an emergency payment process for schools who lose their conference budgets to leverage in order to attend conferences. Participating schools may choose to pay for an essential delegate (Student Body President, ABTS Liaison, and Executive Board member) from a school that does not have sufficient funds to send that member.
2. Increase congruence of programming across the 14 schools.

3. Create specific time for Student Body Presidents and ABTS Executive Board to jointly lobby at the national level.

4. Sponsor a fall trip to Washington D.C. in addition to spring trip.

5. Create a monthly conference call schedule centered around various policy ideas, designed for SGA members with a specific policy focus.

6. Design and purchase ABTS apparel and products yearly.

**Fundamental Change and Growth:** Which opportunities should ABTS leadership pursue to fundamentally change the structure of ABTS in order to better meet the needs of SGAs?

1. Pursue greater financial security and flexibility.
   a. Explore fiscal sponsorship, not-for-profit, and other legally binding financial opportunities.
   b. Determine if becoming an independent legal entity aligns with the mission, vision and purpose of ABTS and if each school can legally participate.

2. Fund ABTS programming at individual campuses.
   a. Enable individual schools to access shared ABTS funds to implement new programs and activities as mandated by ABTS legislation.
   b. Consider limits and restraints, such as only having access to ABTS funds if legislation was passed with consensus.

3. Create a standardized, top-down selection process for ABTS conference attendees set and enforced by ABTS Executive Board.
   a. Emphasize importance of bringing underclassmen in addition to seasoned SGA leaders.

4. Change the term for ABTS Executive Board members.
   a. Encourage continuity and decrease the degree of turnover in the spring.
   b. Move Executive Board elections to the winter.
   c. Codify a 3-month transition period, where outgoing and incoming Executives share responsibility for role.
A Resolution Proposing Bylaw Revision

Sponsors: University of Minnesota, University of Michigan, Purdue University, University of Maryland

Whereas, Article II. “The Officers” of the Association of Big Ten Student bylaws lists the executive board positions and their responsibilities;

Whereas, Article III. “The Executive Committee” of the Association of Big Ten Student bylaws lists the executive board positions and their responsibilities;

Whereas, at each ABTS Summer Conference a new executive board is elected;

Whereas, at the ABTS Iowa Summer Conference the coalition elected the Executive Director, the Associate Director, the Director of Legislative Affairs, the Conference Coordinator, the Secretary, the Treasurer, and the Communications Director;

Whereas, the Communications Director is not included in Article II or Article III of the bylaws;

Whereas, the roles and responsibilities of the Communications Director should be clearly outlined in Article II of the Bylaws;

Whereas, the Communications Director should be listed as a member of the Executive Committee in Article III of the bylaws;

Whereas, currently, the Communications Director updates the website and social media, drafts official statements from the organization, develop communications plans and materials needed for coalition-wide campaigns, responds to media inquiries, and fulfills other communications requests as needed;

Whereas, currently, the Communications Director attends all ABTS Executive Committee meetings;

Whereas, Article II of the bylaws outlines the expectations of The Delegation Liaison;

Whereas, Article II of the bylaws states that The Delegation Liaison shall “Fulfill rolling information requests from the Associate Director within 7 days of receiving each request21”;

21 https://www.abts10.org/bylaws
Whereas, there are no clear expectations for the fulfillment of information requests from one Delegation Liaison to another Delegation Liaison;

Whereas, the lack of outlined expectations have left Delegation Liaisons with no response to their information requests, which makes benchmarking difficult;

Whereas, the bylaws serve as the governing documents for the ABTS;

Whereas, the ABTS bylaws were last revised in Summer of 2017 and could benefit from thorough review and revision;

Whereas, the lack of clear expectations in the ABTS bylaws has impeded on the organizations’ advocacy efforts;

Therefore be it resolved, The Association of Big Ten Students amends Article II of the bylaws to add Section 8. The Communications Director;

Therefore be it resolved, Section 8. The Communications Director includes subsection A., B., and C;

A. The Communications Director shall be annually elected by the ABTS delegation at the Summer Conference.

B. The Communications Director shall:
   a. Update the ABTS website and social media accounts
   b. Draft official ABTS statements
   c. Develop a communication plan and materials needed for coalition-wide campaigns
   d. Respond to media inquires
   e. Fulfill any other ABTS communications requests as needed

C. In the event of the resignation of the Communications Director, the following procedure shall be followed
   a. The Executive Director must inform all ABTS Delegation Liaisons.
   b. The duties of the Communications Director will fall under the purview of the Executive Director
   c. The position shall remain vacant until an election is held at the next scheduled
legislative meeting.

d. The candidate that achieves a majority vote shall be declared the winner of the special election.

**Therefore be it resolved,** ABTS amend Article III. Section. Subsection A. to add subpart g.
The Communications Director;

**Therefore be it resolved,** ABTS amend Article II Section. 6 Subsection B. to add subpart g.
Respond to information inquiry from other Delegation Liaison within 72 business hours for their institutions;

**Therefore be it resolved,** ABTS amend Article II Section. 6 Subsection B. to add subpart h.
Fulfill information inquiry from Delegation Liaison within fourteen business days for their institution after initial response;

**Therefore be it resolved,** ABTS establish a temporary bylaw committee to review and develop bylaw proposals that will be voted on at the Summer 2020 conference;

**Therefore be it resolved,** the bylaw committee will be chaired by the ABTS Secretary with the membership of preferably all ABTS institutions;

Membership Participating ABTS student governments should delegate one person to represent their student government association within the committee. All participating members are of equal stature and should be treated as such.

**Responsibilities**

1. Monthly meetings to have open channels of communication between committee members. If further collaboration is required, the committee has the full autonomy to do so;
2. A thorough review of the most recently revised ABTS bylaws;
3. Creation and proposal of revised ABTS bylaws that will be presented at the Summer 2020 Conference by the ABTS Secretary, and voted on by the entire ABTS coalition;
4. Good faith effort in collaboration;

**Be it finally resolved,** that the proposed bylaw amendments in the resolution are immediately reflected in a revised set of ABTS bylaws;
Be it finally resolved, that ABTS establishes the bylaw committee by February 29th of 2020.
A Resolution to Ensure Conference Fee Payments are Made Before Future Conferences
Sponsor: Indiana University, University of Michigan, University of Illinois

Whereas, the Association of Big Ten Students does not have a central bank account with joint funding for all schools in the organization to utilize,

Whereas, each school hosting a conference must pay for the expenditures with their own school’s funds ahead of time, per the conference rotation,

Whereas, one school in the ABTS must volunteer to pay for the annual Big Ten on the Hill Conference,

Therefore be it resolved, to avoid schools paying late or not being able to pay in a specific form, all schools in the Association of Big Ten Students must pay the specified conference fee before each conference,

Therefore be it resolved, if a school cannot prepay for a conference, the host school and the Executive Board will determine alternative payment options and eligibility for the conference,

Be it further resolved, all schools in the Association of Big Ten Students will pay the specified conference fee when filling out conference registration approximately two months before each conference beginning with the April 2020 Big Ten on The Hill Conference.
Whereas, the Association of Big Ten Students Winter 2021 conference is scheduled to be held at the University of Minnesota by the Minnesota Student Association;

Whereas, the state of Minnesota is known for having extreme winter weather conditions during the time that the ABTS Winter Conference is typically held;

Whereas, in late January of 2019 “the Twin Cities saw twelve hours straight of -50 degrees Fahrenheit or colder wind chill temperatures from 7 P.M. on January 30 to 6 A.M. January 31. With the coldest reading of -55 at 11 P.M. January 30” 32;

Whereas, over the past 5 years the Twin Cities have seen anywhere from 4.1 inches of snow to 20.4 inches of snow in the month of January alone33;

Whereas, the extreme cold and snow accumulation creates a safety hazard for schools traveling to the conference including, but not limited to, delayed flights due to poor weather, dangerous driving conditions, and unpleasant temperatures for delegates;

Whereas, the Minnesota Student Association prioritizes the safety of the ABTS delegates and would not want to endanger anyone during their travels;

Whereas, Northwestern University, located in Chicago, Illinois, is currently scheduled to host the Summer 2021 ABTS conference;

Whereas, in the city of Chicago last January, “The average temperature for the month was 21.0 degrees, which is 2.8 degrees below normal”34;

Whereas, Chicago is a more central location to the rest of the Big Ten Conference, so delegates can travel a shorter distance thereby saving time, money, and reducing any associated travel or safety risks;

Therefore, the Minnesota Student Association requests that Northwestern University host the Winter 2021 Conference and allow the University of Minnesota to host the Summer
2021 Conference;

*Be it finally resolved,* that the Minnesota Student Association hosts the Summer 2021 Conference at the University of Minnesota Twin Cities;

*Be it finally resolved,* that the Associated Student Government of Northwestern hosts the Winter 2021 Conference at Northwestern University;
Whereas, the Association of Big Ten Students looks to adequately represent all students across the B1G conference,

Whereas, students are more diverse in age, race, income, and position than any previous generation,

Whereas, strategic partnerships and collaboration with other likeminded groups and coalitions would prove to benefit this new modern demographic of student,

Whereas, the goals of Today’s Student Coalition readily align with the Association of Big Ten Students,

Whereas, the Association of Big Ten Students and its constituents would benefit from membership,

Whereas, membership entails quarterly coalition meetings to discuss activities and goals, sharing applicable resources, shared messaging, materials and creative/digital assets, joint media relations efforts to disseminate talking points and key messaging, sign-on letters to members of Congress and the White House Administration to advocate for key policies, coordinated advocacy efforts—including meetings with Congressional staff, fly-in days, and events organized by the Coalition to highlight important topics and expertise,

Whereas, the Association of Big Ten Students would further benefit from the experiences and network of preexisting coalition members of Achieving the Dream, Advance Vermont, America Forward, Excelencia in Education, Institute for Higher Education Policy, and Leadership Enterprise for a Diverse America,

Whereas, Today’s Students Coalition is comprised of a steering committee led by the Higher Learning Advocates, JFF, NASPA Student Affairs Administrators in Higher Education, National
Campus Leadership Council, National Skills Coalition, National College Access Network, Student Veterans of America, UPCEA, Veterans Education Success, and the Young Invincibles,

Whereas, this would be a unique opportunity for the Association of Big Ten Students because it would be the first student association to join the coalition,

Whereas, to better serve the students of the Big Ten, the Association of Big Ten Students will join Today’s Student Coalition,

Therefore be it resolved, the ABTS Executive Board will be allowed to accept the offer of membership and join the coalition,

Be it further resolved, membership will be effective immediately.
ABTS 01.20.07

A Resolution Supporting the Establishment of Identity-Based Caucuses to Strengthen the Association of Big Ten Students’ (ABTS) Advocacy Capacity

Sponsors: University of Minnesota, University of Illinois, Indiana University, Rutgers University, University of Wisconsin-Madison, Purdue University, University of Iowa, University of Michigan

Whereas, undergraduate students with marginalized identities have been historically left out of advocacy efforts, and continue to be underrepresented at Big Ten schools³⁸;

Whereas, LGBT folks are more likely to have high school degrees, and some college experience, but are less likely to have their bachelor’s and master’s degrees³⁹;

Whereas, in 2017, 23% of the African American population aged 25 to 29 held a bachelor’s degree or higher, compared to 42% of the white population for the same age range⁴⁰;

Whereas, in 2016, across the Big Ten, the average percentage of white students was 60 percent and the average percentage of Black students was 5 percent⁴¹;

Whereas, in Fall 2019, the enrollment for Black undergraduate students across the Big Ten ranged from 2.68%⁴² to 11.5%⁴³⁴⁴;

Whereas, state and federal policies⁴⁵ disproportionately impact marginalized communities; it is the responsibility of the ABT to create more space in our advocacy initiatives to amplify the voices of these communities;

Whereas, students from marginalized communities are disproportionately impacted by the systemic challenges facing students, including but not limited to tuition costs, food insecurity, access to affordable housing, sexual harassment and sexual violence⁴⁶;

³⁹ https://williamsinstitute.law.ucla.edu/visualization/lgbt-stats/?topic=LGBT#economic
⁴⁰ https://pni.org/african-american-students/
⁴² https://irpa.umd.edu/CampusCounts/Enrollments/stuprofile_allug.pdf
⁴³ Data was collected from Fall 2019 enrollment reports
Whereas, there have been hate crimes against marginalized communities across the Big Ten that have negatively impacted the student experience⁴⁷;

Whereas, “About three-fourths of the total reported on-campus hate crimes in 2016 were motivated by race, religion, or sexual orientation. Race was the reported motivating bias in 38 percent of hate crimes (406 incidents); religion was the reported motivating bias in 21 percent of hate crimes (221 incidents); and sexual orientation was the reported motivating bias in 17 percent of hate crimes (183 incidents) in 2016. The other one-fourth of hate crimes were motivated by ethnicity (114 incidents), gender (87 incidents), gender identity (49 incidents), and disability (10 incidents).” ⁴⁸

Whereas, it is an ongoing priority of the Association of Big Ten Students to prioritize the engagement and opinions of marginalized student communities;

Whereas, identity-based caucuses will promote and strengthen connections between Big Ten students of the LGBTQIA+ community⁴⁹;

Whereas, identity-based caucuses will promote and strengthen connections between Big Ten students of the Black community;

Whereas, the caucuses are important to create spaces for shared advocacy between marginalized groups⁵⁰;

Therefore, ABTS shall establish two pilot caucuses, The Black Caucus and The LGBTQIA+ Caucus, with opportunities for growth and inclusion of other caucuses in the future where needed and appropriate;

Therefore, the caucuses will serve as spaces for marginalized students to connect, support each other, share scholarship and internship opportunities, conduct research, and gather data on relevant challenges facing their communities, gain exposure to government advocacy, develop key policy priorities, and be advocates at all levels of government;

Therefore, when ABTS travels to Washington D.C., for Big Ten on The Hill, the

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⁴⁷ https://www.chronicle.com/article/Hate-Crimes-on-Campuses-Are/245093
⁴⁹ LGBTQIA+ refers to people who identify as lesbian, gay, bisexual, transgender, queer, intersex, asexual, or another related identity.
⁵⁰ https://www.racialequitytools.org/act/strategies/caucus-affinity-groups
respective caucuses can strengthen advocacy for the communities they represent;

**Therefore,** during BTOTH, The Black Caucus shall schedule meetings with prominent members of the Congressional Black Caucus;

**Therefore,** during BTOTH, The LGBTQIA+ Caucus shall schedule meetings with prominent members of the Congressional LGBT Equity Caucus;

**Therefore,** prior to the ABTS Winter and Summer Conferences, the caucuses can hold review sessions of the legislation, and choose to cosponsor legislation, and be meaningfully involved in shaping the legislative prerogatives of the ABTS;

**Be it further resolved,** that all 14 Big Ten Schools are encouraged to participate in the caucuses, as it would benefit students of marginalized identities;

Membership Any Big Ten undergraduate student who identifies as a member of the community which a Caucus is centered around is invited and welcome to participate. Joining the Caucus shall be voluntary and up to the discretion of the individual.

Participating schools should select one person to act as the point of contact for each Caucus. This person should be someone who has the desire and capacity to take on a leadership role. Additionally, they should feel passionate about connecting students and advancing the initiatives of the Caucus. That person should work to share information on the Caucus on their respective campus.

All participating members are of equal stature and should be treated as such. It is up to the discretion of the respective Caucus to determine if a more defined organizational structure is to be established with a 2/3rds majority.

Responsibilities

1. Creation of Caucus communication platform to foster community between students across the Big Ten, share ideas, share important social issues that impact the Caucus, and keep the Caucus updated on current ABTS initiatives;

2. Work with the ABTS Communications Director to share Caucus information on ABTS website and social media;

3. Creation and maintenance of a Google Drive Folder that Caucus members have access to.

The folder will have scholarship opportunities, current initiatives relevant to the Caucus,
job & internship opportunities, higher education policies, and relevant ABTS materials; 4.
Good faith effort in collaboration;

**Be it finally resolved**, that the Black Caucus and LGBTQIA+ Caucus will serve as a pilot for
the caucus structure. If other communities express interest in forming a Big Ten Caucus, and
they have the capacity to do so, and this structure could serve as a format.
Resolution Calling on ABTS to Support Any Big Ten Student Government that Advocates for a Mandatory Annual Equity, Diversity and Inclusion (EDI) Training
Sponsor: Michigan State University

Whereas, According to the Federal Bureau of Investigation’s 2017 hate crime reports, over 10.5% of reported hate crimes in the US occur in schools and colleges\(^5\). This is evidence that too many students in the higher education system (including those in our fellow Big Ten Universities) battle injustice and prejudice in their journey to obtain degrees; and,

Whereas, any actions (intended or not) performed from a place of unsubstantiated bias, incomprehensible stereotypes, or blatant hate are intolerable as they undermine the core value of “Building Inclusive Communities” on which the diverse populations of the Big Ten Schools pride themselves; and,

Whereas, each member university of the Association of Big Ten Students is blessed with a mosaic of students with diverse identities who contribute unequivocally to their university’s advancement. Thus each of those students have every right to feel seen, to feel belonging, to feel protected, and to feel indispensable on their campus; and,

Whereas, During the 2016 ABTS Winter Conference the Association of Big Ten Students established its commitment towards inclusive campuses by passing a resolution to “Support Diversity and Inclusion amongst the Big Ten”\(^5\); and.

Whereas, Most Big Ten Universities have demonstrated conscientious leadership in educating and empowering their communities on the plethora of identities and ideologies that exist on their campuses.

I. Ohio State University’s office of diversity and inclusion boasts of its Multicultural Center which offers various education and training opportunities.

II. The University of Nebraska-Lincoln’s office of diversity and inclusion is very new but they have already established several educational opportunities for students, faculty and staff and are currently envisioning efforts that “include organizational learning”.

III. The University of Michigan’s Office of Diversity, Equity, and Inclusion reports that they do not currently have a mandatory Diversity training but in their community conversations they have found support for cultural competency trainings for students.

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\(^5\) [https://www.abts10.org/legislation](https://www.abts10.org/legislation)
Whereas, The resolved action items on this resolution are inspired by the community forum hosted by the Michigan State University’s Black Students Alliance and Student Government on October 22nd, 2019 - during which students expressed the need for faculty and staff to be trained and equipped to sensitively cater to minority students under their authority; and,

Whereas, The resolved action points on this resolution are further inspired by most BIG Ten schools’ ongoing commitment to curb Sexual violence on campus by enforcing yearly Sexual Assault and Relationship Violence trainings for students, staff and faculty; and,

Whereas, The Association of Big Ten Students possesses the resources and audience to offer large scale support to any of its student governments who advocate for an Equity, Diversity, and Inclusion training as a mechanism to ensure belonging for all the students on their campuses;

Therefore be it further resolved, The Association of Big Ten Students supports any Big Ten Student Government that advocates for a mandatory annual equity, diversity and inclusion (EDI) training on their campus; and,

Be it further resolved, The Purpose of the EDI training shall be to advance knowledge on all groups protected by the advocating institution’s Anti-Discrimination Policy. By participating in the training, students, faculty, and staff shall become more sensitive toward each individual in their community and persons of authority shall be equipped with the skills to handle incidents pertaining to bias; and,

Be it finally resolved, the Association of Big Ten Students renews its stance against all acts of prejudice, marginalization, discrimination, or bias. It shall continue to advocate for more inclusive campus environments through each Big Ten institution’s student government.
ABTS 01.20.09
A Resolution in Support of Incentivized Cultural Competency Training for Faculty & Staff
of the Big Ten
Sponsor: University of Iowa

Whereas, cultural competence in education is “having an awareness of one’s own cultural
identity and views about difference, and the ability to learn and build on the varying cultural
and community norms of students and their families. It is the ability to understand the within-
group differences that make each student unique, while celebrating the between-group
variations that make our country a tapestry”;53

Whereas, “cultural competence is a key factor in enabling educators to be effective
with students from cultures other than their own”46;

Whereas, college enrollment increasingly includes students of underrepresented backgrounds,
but faculty, staff, and administration remain predominantly white54;

Whereas, instances of hate based on race, sexuality, and religion on college campuses have
risen in recent years55;

Whereas, according to a survey from the American Association for Access, Equity and
Diversity sent to “equal opportunity staffers” at universities across the country, about 84% of
survey participants indicated they knew of behavior on their campus that violated an
antidiscrimination policy, 82% had encountered a hate crime, and 65% knew of a report that
included what they considered to be hate speech48;

Whereas, students across the country have mobilized to share their experiences and fight back
against discrimination they have faced on campus. Groups advocating for change on their
campuses include but are not limited to Student Inclusion Coalition at the University of
Wisconsin, #DoesUIowaLoveMe at the University of Iowa, and United Council for Equity at
Indiana University56.

Whereas, student government leaders elected to represent Big Ten student bodies have the
unique responsibility and power to actively understand and address the issues our constituencies
face, including the biases and hate on our campuses;

53 http://www.nea.org/home/39783.htm
Whereas, cultural competency training has been shown to improve attitudes and knowledge toward cultures different than one’s own across a variety of fields and contexts\(^{57}\);

*Therefore be it resolved,* the Association of Big Ten Students calls on Big Ten Universities to incentivize cultural competency training for all members of their faculty, staff, and administration;

*Therefore be it further resolved,* student leaders, especially student government members, shall also be incentivized to participate in cultural competency training;

*Therefore be it further resolved,* if a member institution does not have a cultural competency training program, an investment should be made to create one;

*Therefore be it finally resolved,* institutionalized cultural competency training is not a cure-all for bias and discrimination on college campuses, thus Big Ten Universities should continue to strive to understand and address the underlying causes of systemic inequity.

\(^{57}\) [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5091804/](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5091804/)
ABTS 01.20.10

A Resolution in Support of the Passage of Safe Transfer Legislation at the State and Federal Level

Sponsor: University of Minnesota, Indiana University, Rutgers University

Whereas, more than half of all alleged rapists have at least one prior conviction with 20% of all alleged rapists having five or more convictions;58

Whereas, college-aged women (18-24) are at an elevated risk of experiencing sexual violence during their undergraduate career with over 23.1% experiencing sexual assault;59

Whereas, members of the TGQN (transgender, genderqueer, nonconforming) community are at a greater risk of being sexually assaulted, with 21% of TGQN college students experiencing sexual assault during their time in college;60

Whereas, Lisak and Miller (2002) finds that although only 6% of college-aged men will offend, 2/3rds (about 63%) of that 6% will have six or more victims;61

Whereas, Lisak and Miller (2002) clearly show that there is a “relatively small proportion of men who are responsible for a large number of rapes and other interpersonal crimes.” In their sample of 1,882 men, 76 (4%) of them were responsible for an estimated 439 rapes;62

Whereas, Foubert et. al. (2019) found that of 12,624 college men from 49 community and 4-year colleges, more than 87% of alcohol-involved sexual assaults were committed by serial perpetrators;63

Whereas, Foubert et. al. (2019) found that of the documented 2,071 sexual assaults from survey data, 950 of those sexual assaults, or 46%, were committed by students who were repeat offenders;64

58 https://www.rainn.org/statistics/perpetrators-sexual-violence
60 https://www.rainn.org/statistics/campus-sexual-violence
Whereas, institutions of higher education have varying policies about when a transcript notation should be made and what that notation should look like, creating a system where students are being held to different standards;

Whereas, most colleges and universities don’t explicitly denote when a student has been suspended or expelled due to a violation of sexual assault on their transcript, instead utilizing a small asterisk for an unspecified violation of the school’s student code of conduct;

Whereas, the state of New York has passed a state statute requiring institutions to make an explicit notation on a student’s transcript when they are suspended or expelled after being found responsible for a code of conduct violation when crimes of sexual violence are found to have been committed65;

Whereas, the state of Virginia has passed a state statute requiring institutions of higher education to make a “prominent notation” on the transcript of any student who has been suspended, expelled, or withdraws while under investigation for perpetrating an act of sexual violence66;

Therefore be it resolved, The Association of Big Ten Students supports the re-introduction and passage of H.R. 6523 (114th), the Safe Transfer Act, in the United States Congress67;

Therefore be it resolved, The Association of Big Ten Students urges that the Safe Transfer Act (H.R. 6523) introduced in the 114th Congress expand its scope to cover domestic violence, dating violence, and stalking in addition to sexual assault as found in the Clery Act in the Violence Against Women Act of 1994;

Therefore be it resolved, The Association of Big Ten Students urges the states in which Big 10 Universities reside to cover the Clery Act found in the Violence Against Women Act of 1994 to include sexual assault, dating violence, domestic violence, and stalking when placing a prominent notation on a student transcript68;

Be it further resolved, The Association of Big Ten Students urges states to pass legislation to require post-secondary institutions to make an explicit notation on the transcript of the respondent student when that student is suspended or expelled for sexual assault, dating

65 https://www.nysenate.gov/legislation/laws/EDN/6444
67 https://www.govtrack.us/congress/bills/114/hr6523
violence, domestic violence, or stalking;
Whereas, the Association of Big Ten Students represents over 500,000 undergraduate students;  

Whereas, 26% of undergraduate students in the nation, or 4.8 million students, are a parent or pregnant;  

Whereas, 43% of all parenting undergraduate students are single mothers, along with more than 533,000 undergraduate college students who are single fathers;  

Whereas, parenting students make up 34% of the low-income student population;  

Whereas, Title IX of the Education Amendments of 1972 was passed into law with the purpose of curtailing sex discrimination; requiring that any school or university that receives federal funding cannot discriminate against students who are parenting and/or pregnant;  

Whereas, Title IX requires that a pregnant student must be provided rights and options under Title IX for pregnancy, childbirth, false pregnancy, miscarriage, abortion, or related conditions, including recovery for as long as a medical provider determines is medically necessary;  

Whereas, students have a right under Title IX to medically-necessary excused absences due to pregnancy or childbirth, to return to the same academic and extracurricular status as before the medical leave began, including the opportunity to make up any work missed, and to ensure that instructors understand the Title IX requirements related to excused absences/medical leave;  

Whereas, an instructor may not refuse to allow a student to submit work after a deadline because of pregnancy or childbirth and, if grading is based in part on class participation or attendance and a student missed class because of pregnancy or childbirth, the student should be allowed to make up the participation or attendance credits;
Whereas, Title IX requires the university to provide pregnant students with the same special services it provides to students with temporary medical conditions;

Whereas, Title IX also ensures the right to take medically necessary leave and to be free of harassment, intimidation, or other discrimination because of pregnancy-related conditions;

Whereas, any rules concerning parental, family, or marital status may not apply differently based on sex;

Therefore be it resolved, that the Association of Big Ten Students recommends all Big Ten Universities include parenting and pregnant students’ rights in all Title IX resources and discussions in order to better inform students of their rights.

https://thepregnantscholar.org/title-ix-basics/
ABTS 01.20.13
A Resolution Calling for ABTS to Support Any Big Ten Student Government That Desires to Advocate for a Student Seat on Their Respective Board of Trustees/regents or Equivalent
Sponsors: Michigan State University, University of Nebraska

Whereas, ASMSU’s Bill 54-37\textsuperscript{78}, which stands as current legislation, outlines the clear necessity for a student seat on a public university’s Board of Trustees in order for students’ needs to be properly addressed; and,

Whereas, major scandals at several Big Ten universities have been mishandled by the upper administration of these institutions, thus leading the student bodies to be misrepresented by these individuals whose paychecks are financed with the tuition of said students; and,

Whereas, four Big Ten schools do not have a student representative on their Board of Trustees (Michigan, Northwestern, Rutgers, and Michigan State); and,

Whereas, the ten schools that do maintain a voting student member on their Board of Trustees receive direct input from their student bodies on the pressing matters that will first-and-foremost impact those same student bodies (Illinois, Wisconsin, Indiana, Iowa, Minnesota, Purdue, Ohio State, Maryland, Nebraska, Penn State); and,

Whereas, The Nebraska Board of Regents includes four student representatives, and although none of those representatives hold voting power, they still hold important influence over the institution; and,

Whereas, The Association of Big Ten Students serves to represent each student body of every Big Ten university and holds the ability to encourage change on a national scale; therefore be it,

Let it be resolved, that The Association of Big Ten Students will sign its support to any Big Ten Student Governments advocating for a student seat on their respective Board of Trustees/Regents, or equivalent body.

\textsuperscript{78} https://drive.google.com/file/d/1kRByyFjIw82SWoGSqLCICJoVUxrn_STg/view?usp=sharing
Resolution Calling on Big 10 Universities to Commit to Climate Conscious Investments

Sponsor: The University of Michigan

Whereas, The humanitarian and ecological crisis of climate change poses a paramount threat to the lives and livelihoods of current and future generations, and demands concerted and widespread action from society’s leaders;

Whereas, We are facing a global crisis--which necessitates bold, immediate action--that is precipitated by humanity functioning as a conduit to widespread climate-caused society damage and the increased risk of cataclysmic events:

Whereas, The Intergovernmental Panel on Climate Change (hereafter IPCC) stated that global GHG emissions, including scopes 1, 2 and 3, must be reduced to net zero by 2050 to avoid climate change’s worst impacts;

Whereas, Greenhouse gas (hereafter GHG) emissions--which are products of the combustion of coal, oil, and natural gas--are scientifically proven to result in harmful climate change, which will have widespread negative effects on Earth and its inhabitants;

Whereas, The fossil fuel industry is uniquely responsible for climate change; since 1988, 100 companies have emitted more than 70% of the world’s carbon;

Whereas, In spite of these colossal harms, the fossil fuel industry has led a concerted, multi-decadal effort to mislead the public and sow doubt about the reality and causes of global warming. These efforts ‘echo disinformation campaigns similar to those of the tobacco industry in direct opposition to our institutions’ values of honesty and integrity;

Whereas, Nations and institutions which have developed through consumption of fossil fuels and contributed most to climate change have a moral imperative to mitigate the crisis and halt support for the industries which propagate it;

Whereas, Investing in the fossil fuel industry contributes to global climate change and therefore exacerbates climate injustice;

Whereas, As a conference almost entirely made up by public universities, Big 10 schools have an obligation to act in the public interest;

Whereas, Of Princeton Review’s Top 50 Green Colleges, no BIG10 schools are ranked, except for Michigan State University (#19);
Whereas, Big 10 institutions have the resources and positioning to lead the global energy transition to combat this crisis. The University of Michigan (hereafter U-M), for example, continually ranks as one of the top research universities in the world, with a record-breaking $5 billion raised in the last five years alone and an endowment larger than the GDPs of 37% of the world’s nations;

Whereas, Big 10 institutions who have committed to carbon neutrality, including the University of Michigan, Ohio State University, Michigan State University, University of Illinois, Indiana University, University of Minnesota, Northwestern University, University of Iowa, Rutgers University, Wisconsin University, and Penn State University, cannot truly be carbon neutral while investing billions in the fossil fuel industry;

Whereas, Students across our conference are making their voices heard, from Michigan to Indiana to Wisconsin, calling for just transitions to true carbon neutrality;

Whereas, Previously, institutions of higher education have historically been conduits for social change on issues of moral clarity, exemplified through academic boycotts of the U.S. Tobacco Industry in 1997;

Whereas, Harvard University has recently frozen their investments in fossil fuels in response to student activism;

Whereas, Institutions across the US are beginning to discuss divestment from fossil fuels; specifically, universities within the University of California system and the University of Pennsylvania have already committed to divestment from fossil fuels;

Whereas, The Big 10 represents many of the largest public universities in the United States; thus in the face of this crisis, we have an obligation to act;

Whereas, As students, as taxpayers, and as citizens of the world whose frontline communities are already being impacted by climate change and whose future is in peril, we feel an obligation and a right to call on our universities are not complicit in the harms of fossil fuel investment and lead the nation and the world towards a better future;

Whereas, The Association of Big Ten Students is debating a resolution to make an “ABTS Sustainability Commitment,” led by Indiana University, to enhance ABTS to further commit to leading sustainable and climate-conscious efforts at their Universities;

Therefore, let it be resolved, that Big 10 Student Body Presidents collectively acknowledge the severity of climate change, and further, the need for swift action to prevent the earth’s average temperatures from warming more than 1.5 °C;
And be it further resolved, Big 10 Student Body Presidents will hereby advocate that their respective institutions commit to ceasing all further investments in the fossil fuel industry (as defined previously) in FY2020;

And be it further resolved, Big 10 Student Body Presidents call on the leadership of their respective institutions to commit to research and action towards future divestment from the fossil fuel industry in FY2020.
ABTS 01.20.16
A Resolution Supporting a Land Acknowledgement Agreement Between Big Ten Universities

Sponsors: Indiana University, The Pennsylvania State University, University of Illinois

Whereas, acknowledging the traditional Native inhabitants of the land is an important first step in helping to support Native Americans at Big Ten Universities and in helping to correct the colonial narrative that has resulted in the erasure of Native peoples across this country;

Whereas, land-grant universities where forced removal resulted in the displacement of indigenous peoples benefited the embarkment of a “new and prosperous future for its state residents” through higher education;79

Whereas, as more offices and individuals acknowledge Native space, we hope that all Big Ten universities sitting on sacred land begin to think about the ways in which they can contribute to making their campus a more welcoming and inclusive environment for Native American faculty, staff, and students;

Whereas, campus partners can help promote a welcoming and informed community by offering a land acknowledgement statement as part of an official welcome at the beginning of public meetings, presentations, and gatherings;

Whereas, offering a land acknowledgement serves as a call to action for everyone at Big Ten Universities;

Whereas, Indiana University has not yet adopted an official land acknowledgement statement as part of university policy, despite the First Nations Educational & Cultural Center having developed one with campus partners and in consultation with IU’s First Nations Leadership Ambassadors Council;80

Whereas, Michigan State collectively acknowledges the “ancestral, traditional, and contemporary Lands of the Anishinaabeg – Three Fires Confederacy of Ojibwe, Odawa, and Potawatomi peoples. In particular, the University resides on Land ceded in the 1819 Treaty of Saginaw”;81

Whereas, University of Illinois Urbana-Champaign acknowledge the lands of the Peoria, Kaskaskia, Peankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo,

80 https://fneccweb.sitehost.iu.edu/land-acknowledgement/index.html
81 http://aisp.msu.edu/about/land/
Potawatomi, Ojibwe, and Chickasaw Nations at graduation, the Annual Freshmen Convocation and ‘Critical Conversations’;\(^{82}\)

**Whereas**, University of Wisconsin-Madison honors the Ho-Chunk people, who were forcibly removed from their land after their 13,000 year history, by dedicating a plaque on Bascom Hill;\(^{83}\)

**Whereas**, Northwestern acknowledges that it sits “on the original homelands of the Council of the Three Fires, the Ojibwe, Potawatomi, and Odawa as well as the Menominee, Miami, and Ho-Chunk nations.” Northwestern also encourages different offices to post a flyer in workspaces to help spread awareness and reflection;\(^{84}\)

**Whereas**, The Ohio State University recognizes the Shawnee, Miami, Wyandot and Delaware Nations use of the land serving as a meeting and exchange site;\(^{85}\)

**Whereas**, this is not recognized to be an official land acknowledgement, but a document to express the Big Ten University’s support of the Native community at each of our institutions;

**Therefore be it resolved**, Big Ten universities built on native land should recognize the dire displacement and history affecting these indigenous communities in pursuit of higher education;

**Be it further resolved**, an honest and historically accurate acknowledgment can be addressed at the beginning of events or ceremonies such as, but not limited to, graduation or inductions;

**Be it further resolved**, the statement can be read as: [I/We/Name of university] wish(es to acknowledge and honor the indigenous communities native to this region, and recognize that [Name of university] was built on indigenous homelands and resources. [I/We/Name of university] recognize/s the [indigenous nations] past, present, and future caretakers of this land;

**Be it further resolved**, a shorter version of the statement can be used: [I/We/Name of University] wish/es to acknowledge and honor the [Indigenous communities native to region], on whose ancestral homelands and resources [Name of university] was built;

**Be it further resolved**, for future ABTS conferences host schools will recognize the land acknowledgement;

\(^{82}\) [https://chancellor.illinois.edu/land_acknowledgement.html](https://chancellor.illinois.edu/land_acknowledgement.html)
\(^{83}\) [https://chancellor.wisc.edu/blog/our-shared-future/](https://chancellor.wisc.edu/blog/our-shared-future/)
\(^{84}\) [https://www.northwestern.edu/native-american-and-indigenous-peoples/about/Land%20Acknowledgement.html](https://www.northwestern.edu/native-american-and-indigenous-peoples/about/Land%20Acknowledgement.html)
\(^{85}\) [http://mcc.osu.edu/resources/american-indian-indigenous/](http://mcc.osu.edu/resources/american-indian-indigenous/)
Be it finally resolved, universities should choose to promote relevant resources, courses and programs to serve native populations through teachings and the education of indigenous cultures and histories.
A Resolution to Support the Implementation of Bereavement Leave Policies at All Big 10 Universities

Sponsor: Purdue University, University of Minnesota, University of Illinois, University of Michigan, Michigan State University

Whereas, 37-44% of students experience a death of someone close to them during college; and

Whereas, students who have experienced a loss “report difficulty concentrating and display lower GPAs than their matched non-grieving peers during the semester of their loss”; and

Whereas, these same students are at a higher risk for withdrawing from college; and

Whereas, only 44 colleges in the United States have bereavement policies; and

Whereas, only 7 of the 14 universities a part of the Big 10 (Purdue, Maryland, Michigan State, Illinois, Minnesota, Rutgers, and Wisconsin) formally acknowledge bereavement as an excused class absence; and

Whereas, only 2 of the 14 universities a part of the Big 10 (Purdue and Illinois) have specific provisions to allocate students a minimum number of excused absences in the circumstances of bereavement; and

Whereas, bereavement leave policies are beneficial at large, public universities to protect students by providing them with excused absences during difficult life events; and

Whereas, bereavement leave policies display respect and compassion for students and acknowledge that students experience difficult life events; and

Whereas, bereavement leave policies increase student success during crucial moments during their college years; and

Whereas, implementation of a bereavement leave policies increase awareness of campus services and organizations available to students during difficult life events; and

Whereas, since the bereavement leave policy was implemented at Purdue, it has had a broad impact as it has been used by an average of 350 students a semester; and

Therefore be it resolved, that the Association of Big Ten Students urges the administration at all Big 10 schools to implement a formalized bereavement leave policy for students; and

Be it further resolved, that students will not be penalized for taking bereavement leave and be given the opportunity to earn equivalent credit for missed assignments or assessments; and

86 https://muse.jhu.edu/article/719749/pd
87 https://muse.jhu.edu/article/719749/pd
Be it finally resolved, that to ensure the success of all students a part of the Big 10, this resolution be delivered to the Office of the Dean of Students or equivalent parties at University of Michigan, Northwestern University, Wisconsin University, University of Illinois at Urbana-Champaign, Penn State University, Ohio State University, Michigan State University, Purdue University, University of Minnesota, Indiana University, University of Iowa, University of Nebraska, Rutgers University, and University of Maryland.
ABTS 01.20.22

ABTS Commitment to Creating a Director of Diversity, Equity, Inclusion Affairs position in the ABTS Bylaws

Sponsors: Northwestern University, Indiana University, Michigan State University, Rutgers University, University of Michigan, Ohio State University, University of Wisconsin, Pennsylvania State University, Purdue University, University of Iowa, University of Illinois, University of Maryland, University of Minnesota

Whereas, 19% of transgender non-binary people reported housing discrimination in higher education, 5% were denied campus housing altogether, 11% lost or could not get financial aid or scholarships because of their gender identity; 

Whereas, a 2011 report found 12% of transgender youth report being sexually assaulted in K–12 settings by peers or educational staff; 13% of African-American transgender people surveyed were sexually assaulted in the workplace; and 22% of homeless transgender individuals were assaulted while staying in shelters.

Whereas, the Northwestern campus climate survey conducted in 2019 found that 11.6% of students reported at least one incident of nonconsensual sexual contact, including attempted penetration using physical force, since enrolling at Northwestern. Rates for undergraduate women (30.8%) and trans, genderqueer, nonbinary, and questioning (“TGQN”) students (30.7%) were significantly higher than rates for undergraduate men (11%).

Whereas, college students with disabilities are more likely to drop out of school, with national research showing that 34% of college students with disabilities complete a four-year program, compared to 51% of their peers without disabilities.

Whereas, at Indiana University, 7% more Black and Latino students in comparison to white students say that it is more difficult to find student opportunities, and 18.4% of nonwhite students state they have faced discrimination, bias, or harassment on the basis of race/ethnicity versus 4.9% of white students.

Whereas, between 2011 and 2016, the NCES (The National Center for Education Statistics) documented a 40% increase in campus hate crimes. In 2016, more than 1,000 hate crimes were committed on college campuses across the country. Since 2018, the Southern Poverty Law Center has documented 434 incidents of white supremacist flyering on college campuses.

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89 https://www.ovc.gov/pubs/forge/sexual_numbers.html
90 https://nits2.sri.com/reports/2011_09_02/index.html
Students of color are far less likely than white students to describe their campus as inclusive, and Black students in particular are more than twice as likely as white students to say the racial climate on their campus is poor.⁹²

**Whereas**, there is a Bylaws review committee, an LGBTQIA+ Caucus, and a Black Caucus established in the ABTS.

**Whereas**, the Bylaws of the Association of Big Ten Students (ABTS) does not include a position addressing diversity, equity, inclusion on the Executive Board;

**Whereas**, every school in the Big Ten has a position dedicated to addressing issues of diversity, equity, inclusion;

**Whereas**, having this position would advance the conversations around diversity, equity, inclusion affairs at conferences and between student governments;

**Whereas**, having this position will create greater collaboration among the Big Ten schools to make sure these conversations are happening on individual campuses;

**Whereas**, having this position will promote accountability of Big Ten schools to diversity, equity, inclusion legislation and initiatives passed and agreed upon by ABTS;

**Whereas**, this is not the final legislation or end conversation regarding marginalized communities, and it is the responsibility of ABTS to continue to advocate for marginalized students;

**Therefore be it resolved**, the ABTS tasks the temporary bylaw committee (established in ABTS 01.20.06) with developing language to create a Director of Diversity, Equity, Inclusion affairs position on the ABTS Executive Board;

**Therefore be it further resolved**, a primary responsibility that the temporary bylaws review committee will address will be the creation of the Director of Diversity, Equity, Inclusion;

**Therefore be it further resolved**, the ABTS will seek immediate nominations and will vote on having an individual serve in this position interim until a year long appointment is made during the summer 2020 conference;

Therefore be it further resolved, the ABTS will establish an advisory committee to the Bylaw Committee that will include but not be limited to members of the LGBTQIA+ and Black Caucuses to make the bylaws of this new position a top priority of the creation of new bylaws;

Therefore be it further resolved, we strongly reaffirm that we support all students of marginalized identities;

Therefore be it finally resolved, that the goals in establishing this position are as follows: to provide the ABTS executive board guidance on matters of promoting inclusivity at the ABTS conferences and in interschool dialogue, to start & assist the newly formed identity caucus groups, and to help facilitate diversity and inclusion efforts among the Big 10 schools and their respective liaisons.